DOCUMENT RESUME

ED 186 742 CE 025 399

AUTHOR Botterbusch, Karl F.
TITLE A Guide to Job Site Evaluation.
INSTITUTION Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
PUB DATE May 78
NOTE 53p.
AVAILABLE FROM Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, Menomonie, WI 54751 ($1.50)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adults; *Disabilities; *Employment Potential; *Field Tests; *Job Performance; Job Placement; *Job Skills; Job Training; Measurement Techniques; Personnel Evaluation; Sheltered Workshops; Vocational Aptitude; Vocational Education; Vocational Interests; *Vocational Rehabilitation
IDENTIFIERS *Vocational Evaluation

ABSTRACT

The purpose of this guide is to provide procedures, ideas, and examples that will insure the successful use of job sites to the evaluator who chooses to use job site evaluation to assess client potential outside of the rehabilitation facility. The first part gives some very precise reasons for and examples of the different uses of job site evaluation as well as some of the different types of job sites. A sample job site evaluation planning form is included. The second part of the guide provides step-by-step procedures on how to decide upon and establish a job site evaluation program. A sample checklist for job site development summarizes major points in the process. A third part tells how to evaluate the client on the job site. The wage and hour regulations are described and examples of job site evaluation forms are given in the appendixes. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186742

A Guide to Job Site Evaluation

by

Karl F. Botterbusch, Ph.D.

Acknowledgments

Several persons made this publication possible. The author wishes to thank Mr. Art Korn and Mr. Gordon Higgins of the Wage and Hour Division, U.S. Department of Labor, for their help with the Appendix on wage and hour regulations. Ms. Janice Springer of Pine Rest Christian Rehabilitation Center in Grand Rapids, Michigan, gave many practical suggestions on the use of job sites. Mr. Don Schmaltz, Special Needs Coordinator for the Fargo Public Schools, Fargo, North Dakota, provided the job analysis form used in Appendix B. Finally, Ms. Charlotte Fanning and Mr. Roland Piller of the Materials Development Center staff provided many practical ideas and many suggestions for improving this publication.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Fry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 023 399

ADDITIONAL COPIES OF THIS PUBLICATION
MAY BE PURCHASED FROM MDC FOR $1.50

Introduction:

Vocational evaluation is a process of assessing a person to determine the specific nature of his aptitudes, skills, interests, and work related behaviors. Most writers in the field of vocational evaluation list four major methods for assessing human potential: (1) psychological testing, (2) work samples, (3) situational assessment, and (4) job site evaluation. Presently, many evaluation units depend heavily on a combination of psychological testing and work sample assessment. This is especially true when the facility has only two or three weeks in which to perform a complete evaluation of the client. Although each assessment technique has its advantages and disadvantages, the advantages of job site evaluation have been largely ignored by the field. (The MDC annotated bibliographies [Fry 1975; 1976] list less than 15 references dealing exclusively with job site evaluation.)

What is job site evaluation?* The Task Force No. 2 section of Vocational Evaluation Project Final Report (1975) defines this technique as follows:

> Job site evaluation usually means evaluation that takes place in an actual job setting outside of the rehabilitation facility. The evaluation is performed by the employer in the industry or business. However, it can also mean the use of actual jobs within the rehabilitation facility which should conform to the Wage and Hour Regulations of the Department of Labor.
>
> The client is given the opportunity to fulfill the specific requirements of a particular job. He receives direction from a supervisor, as if he were an employee of that industry. (p. 53)

This report also states that job site evaluations have these characteristics:

1. The client is not necessarily paid.
2. Placement on-the-job is primarily for the client's benefit.
3. The placement will not necessarily result in employment in that job.
4. The employer may not experience any immediate gain.
5. The client does not displace another worker or fill a vacant worker slot.
6. The client's performance is supervised and evaluated by the employer or evaluation staff. (pp. 52-53)

The above definition and characteristics of job site evaluation may be combined into a simpler, shorter definition: job site evaluation is an assessment technique where the client performs the job duties of a real job in competitive industry.

---

*In this publication the words "assessment" and "evaluation" will be used interchangeably.

Why use job site evaluation? The answer comes down to one word: realism. Of all the techniques used in vocational evaluation, job site evaluation is the closest to the actual competitive employment situation in which the client will eventually be placed. By using job site assessment both evaluator and client can test and explore the world of competitive employment. For the evaluator this means that he can obtain a more accurate assessment of the client's functioning in the type of environment where the client is expected to be employed. For the client it means that his concepts of job duties, interests, and skills can be tested against his subjective needs and goals.

Although reality is the key reason for using job site evaluation, job site evaluation avoids some of the problems that are inherent in other techniques. Work samples, testing and, to some extent, situational assessment are artificial situations. By using job sites the evaluator is for the most part free from the concerns of norms, industrial standards, validity, reliability, and other technical problems that have plagued psychological tests and work samples. He is also free from the fact that much situational assessment appears to the client as "make work" and that because conditions do not resemble competitive employment, there is an unrealistic atmosphere in many sheltered workshops. Thus, the job site provides a very concrete assessment of the client's skills in the most realistic evaluation setting possible.

The above paragraphs stated that job site evaluation is a highly desirable tool because of its realistic nature and because it does not have some of the technical problems that other assessment tools have. The first part of this publication describes the specific uses of job sites and ways that the evaluator can use job sites for planning client evaluation. It also contains places where job sites can be found. The second part provides information on how to set up a job site; the third tells how to evaluate the client on the job site. The wage and hour regulations are described and examples of job site evaluation forms are given in the appendices.

The evaluator who reads this publication must be aware that job sites do require time and effort to develop and maintain and that they mean dealing with transportation problems, insurance, unions, wage and hour regulations, etc. The purpose of this publication is to provide the evaluator who chooses to use job site evaluation with procedures, ideas, and examples that will insure the successful use of job sites. The result will be an accurate method for assessing client potential. Finally, it is hoped that this publication will help facilities to make job site evaluation a part of their evaluation process. Because each of the four evaluation techniques mentioned in the first paragraph meets different needs, each one should be part of the evaluation unit.

Karl F. Botterbusch, Ph.D.

May, 1978

Table of Contents

Part I - The Uses and Types of Job Site Evaluation

Part II - How to Set Up a Job Site

Part III - Evaluating the Client on the Job Site

Bibliography

Appendix A - Wage and Hour Regulations

Appendix B - Examples of Forms Used in Job Site Evaluation

Part I

The Uses and Types of Job Site Evaluation

The use of job sites should be considered an integral part of the evaluation process. Although a job site assessment usually (see below for exceptions) occurs during the final stages of evaluation, it still answers questions asked by the referral source. While it is not the intent of this publication to present a detailed method for dealing with referral source information and developing a written evaluation plan, a short description is necessary. Information gathered from all referral sources, such as vocational rehabilitation counselor reports, medical records and, most important, the exact reasons why the client was referred to the evaluation unit are carefully reviewed prior to the diagnostic (or intake) interview. During this interview, clear objective reasons for evaluation are established. These are based on the information needed by the referral source and on the needs and desires of the client. From the intake interview there emerges a set of questions or hypotheses that are to be tested during the entire evaluation process. These can range from fairly concrete (i.e., does the client have the ability to learn to become a clerk-typist) to very general (i.e., to expose the client to a wide variety of occupational information and actual jobs, so that self-discovery can occur). Obviously, the more precise the referral question, the more exact answer can be provided by the evaluator. These steps given above are in agreement with the Commission on Accreditation of Rehabilitation Facilities (CARF, 1978) Standard 3.4.3.1.1.3:

> Based on referral information, the initial interview and the purpose(s) of the evaluation a specific written evaluation plan should be developed for each individual. This plan shall:
>
> a. identify the question(s) to be answered through the evaluation;
>
> b. indicate how these questions will be answered (what techniques will be used);
>
> c. where appropriate, specify persons (staff, family, etc.) who will be involved in carrying out the plan. There should be evidence that these individuals are aware of their role in carrying out this plan;
>
> d. be periodically reviewed and modified as necessary. (p. 28)

After the plan has been developed by the evaluator and client, the actual evaluation can begin. Here the evaluator has the use of a host of work samples, psychological tests, and situational assessment environments. If the evaluator decides to use a job site evaluation, he must first give the reason(s) (see below) and then select the actual job site. To be fair to the client as well as to the employer, the evaluator must carefully match the client's needs with the specific job site(s). Most evaluators would not choose to risk the loss of a job site or to place the client in a situation where the physical or emotional risk to the client is too great. While this may be considered overly conservative, this writer believes that in most cases it is the

evaluator's responsibility to reduce the risk of failure to a fairly reasonable level. The reasons given below for the uses of job sites should be carefully studied and a rational, thoughtful decision should be made as to whether job site evaluation would be helpful to the client. Job site evaluation usually occurs at the end of the evaluation process when the evaluator has thoroughly assessed the client and is reasonably certain that the client is ready and has a good chance for success. This need for prior thorough evaluation cannot be overemphasized. If job site evaluation would help the client, then the process becomes one of giving the exact reason(s) and defining the type of job site that best fits the evaluation plan. After the job site has been selected and the evaluator has clearly defined the purpose of the job site, the evaluator adds this information to the evaluation plan, giving the reasons for using this technique and how this technique relates to the referral questions asked at the beginning of the evaluation.

There is one more important consideration. If the client has a physical disability that necessitates modifications in the equipment, tools, methods, etc., before he can perform the job, then these barriers should be eliminated prior to actual placement of the client. The need for modifications may be based on prior use of the same job site, knowledge gained about the client during earlier phases of evaluation, and a careful study of the job site. Although some additional changes may have to be made with the client present and even throughout the evaluation period, obvious and major changes should be made in advance.

In order to provide the evaluator with a list of the specific reasons for using job site evaluation, the author has attempted to prepare a detailed outline of the major areas where job site evaluation can be useful to the client and the evaluator. This outline can be used first to decide if job site evaluation is necessary for a particular client and second to provide specific hypotheses that need to be tested using job sites. (Some of this outline is based on concepts presented by Bitter [1967] and Bly and Michael [1973].)

1. Assessment of Work Performance (or can the client do the job) - The most common purpose of a job site evaluation is to determine if the client can perform the job tasks that are required of the successful entry level employee. The general assessment of work performance may be divided into three specific areas:

   a. General Work Skills - To many readers job site evaluation is the assessment of how well the client performs on the job. Ability to assemble small parts, ability to serve the public, ability to keep records, etc., can be determined. In assessing work characteristics, it is not only important to know that a client was or was not successful, but to what degree and on what tasks. Failure to perform adequately may be based on the inability to master one critical skill or it may result from a skill shortage in many areas (Dunn, 1973). The evaluator must be aware of this and be able to use the results to recommend jobs where a specific task is not critical or to recommend training in this particular skill area.

   b. Specific Performance Potential - Sometimes a client may show the potential and interest for a specific job that the facility either does not have: (1) the equipment to adequately evaluate

the client for, or (2) the technical expertise for an evaluation. Obviously, every facility cannot have all the tools and equipment necessary to evaluate every complex job. While a facility could have work samples dealing with engine repair, brake repair, and tests for mechanical aptitude, they would not have lifts, electronic diagnostic equipment, customer's cars that require troubleshooting, etc. A job site evaluation at a garage would expose the client to not only this equipment, but also to procedural aspects of the job such as obtaining parts, using shop manuals, keeping track of hours spent on each task, and road testing. There is a considerable difference between working with a small engine in a carrell containing detailed step-by-step audiovisual instructions and troubleshooting a malfunctioning outboard or motorcycle. There is a second reason for using job sites to evaluate specific performance potential. Some jobs exist that the evaluator might not know well enough to accurately assess the client on. There are, after all, over 25,000 jobs in the national economy and nobody can be expected to know all the tasks and skills required for each job. This is especially true if the client is being considered for a highly skilled position. Under these circumstances it is critical that the client be evaluated by a person who is an expert on this job and knows the job demands. For assessing specific potential, a well-trained worker or supervisor may make the best evaluator.

c. Specific Skill Testing - The first two types of performance assessment would usually occur after the completion of other phases of the evaluation process; whereas specific skill testing would usually occur during the beginning of the evaluation period. This form of job site evaluation may be used for persons who have been removed from the labor market for a period of time and want to return to employment in their former positions. Here the evaluation problem becomes a question of determining if the person retains the skills he once had. For example, a person discharged from an alcohol treatment center who wants to return to his old job as a short order cook could be placed on a job site almost immediately upon entering the evaluation unit. If the person retains enough skills to be successful in the job site evaluation, then the evaluator can move to direct placement. If the person does not, the evaluator should determine exact reasons for failure and go on from there to develop a different evaluation plan.

2. Assessment of Work Behavior (or does the client have the necessary behavioral skills) - This is one of the most important uses of job sites. Here the evaluator and the supervisor can observe the client's behaviors in many critical areas--interaction with co-workers, punctuality, performance, reaction to production demands, etc. Because the client is under the direct control of the supervisor, this person will have much more opportunity to observe the client under the conditions of competitive employment than will the evaluator. The supervisor's observations of the client and his impressions of this behavior could be more realistic than those of the evaluator who may be more tolerant (or intolerant) of inappropriate work behavior. The client may possess all the prerequisite skills and knowledge necessary to perform the job and may be capable of meeting the specific demands but may still fail due to

poor work habits or poor social skills. These behaviors must be carefully identified so that they can be corrected either at the job site or in a work adjustment program.

3. Assessment of the Work Environment (or can the client take it) - This use of job site evaluation will help to determine if the client can perform under the physical and environmental demands that are required on the job. The client may be able to perform the job tasks in the clean, quiet atmosphere of an evaluation unit and may be able to demonstrate that he can reach, lift 50 pounds, or stoop. If, after based on a review of the client's medical history, physical capacity tests, and assessment results the evaluator thinks that the client may have some problem in coping or adjusting to the physical demands of a job, he could use a job site to determine the client's actual tolerance. The general work environment may be broken down into three areas:

a. Physical Demands - Although evaluation results prior to job site placement would give information on general physical capacities and even on specific capacities in relationship to certain work sample tasks, the physical capacities needed to perform on a specific job could be precisely determined during job site assessment. For example, the job of self-service gasoline station attendant is described in the Dictionary of Occupational Titles (DOT) as a sedentary job. Yet on a specific job site the client may be required to carry and unpack cases of oil and to move displays of products outside in the morning and back again at closing. While most of the job tasks may be sedentary, certain tasks require lifting and bending. A job site evaluation would reveal the client's physical capacity to perform these tasks over a period of time.

b. Environmental Conditions - Most evaluation units lack methods for assessing tolerance to dust, fumes, heat, cold, humidity, etc. Yet these are important considerations on many jobs. Work sample results may reveal both the interest and the ability to perform well on a job unloading trucks and checking stock. However, the constant change of temperature between inside and outside, the dampness on many days, and the exhaust fumes from the truck engines may not be tolerable to a client with a respiratory problem.

c. Work Tolerance - A client may be able to lift, bend, carry, etc., only for a limited period of time or may only be able to tolerate a certain environment for a few hours. Job site evaluation can be used to build work tolerance. However, this must be done with extreme caution. The client with a low back injury may need to be able to sit in one position for two and a half hours before he can be employed as an electronics inspector; the evaluator should attempt to develop this tolerance only after obtaining a physician's advice and making certain that the client will not push himself further than is prudent. Emotional as well as physical tolerance will often need to be built up. A client with good work skills and behaviors may not be able to be employed as a file clerk because the pace of the job is too emotionally demanding. Emotional tolerance could be increased by using methods analogous to physical tolerance. By starting the client out for

a few hours per day on simple tasks and gradually increasing the complexity of these tasks, the speed in which they must be performed, as well as the number of hours in the work day, the evaluator could assess any increases in the client's emotional tolerance to perform under competitive conditions.

4. Assessment of the Self (or how to get the client to know himself) - The above three general areas provide the evaluator and, hopefully, the client with fairly objective information. The client can perform the tasks required of a power sewing machine operator; the client is always on time; the client can work in a noisy, dusty environment. The client obviously gets to know himself as a result of these uses of job site evaluation. Job site evaluation also provides the client with other opportunities--to give the client information for decision making, to explore needs and interests in relation to a specific job or career, and to test the reality of a job choice by succeeding or failing. These factors are less easily measured, but nonetheless are important.

a. Orientation to Real Work - Some clients have had very little orientation to "real work." This is especially true of younger persons and/or persons who have been in institutions for long periods of time. One way of expanding the client's limited concepts of the work environment and of what work habits are required is through job site evaluation. When used in this way the job site serves not so much as an evaluation of skills, but as a teaching and awareness technique. Although the major reason for the placement on the job site may be orientation, it could also serve more than one purpose if the site was one that the client was interested in and had potential to perform well. While it may not be considered strictly job site evaluation, the client needing orientation to work could be placed on several job sites for short periods of time rather than on one site for several weeks.

b. Vocational Interest - This use is related to the orientation-to-real-work described above. During the evaluation process, it is not uncommon for a client to obtain occupational information about many jobs that he has never even heard of before. When interest in a previously unfamiliar or unknown job is combined with the person's ability to learn and perform that job, then the evaluator has a potential placement. However, it would be best to determine the client's real interest in the job. Some occupational information only emphasizes the positive aspects of the job, and much is based on generalized descriptions of jobs that may vary significantly from company to company. In cases where a final determination of interest is the critical unknown in the client's evaluation, a job site could be used. Of course, this determination of interest should also be combined with a more objective assessment of client abilities.

c. Reality Testing - This is perhaps the most difficult and sensitive use of the job site situation. An evaluator may have a client who is determined to enter a particular job in spite of all indications that the client may not be successful. He most likely will fail miserably because of lack of skills, severe

behavior problems, or for a combination of reasons. If the evaluator is not able to convince the client that his choice is almost certainly unrealistic, then the evaluator may place the client on the job site knowing that the client will probably fail. The hope is that by experiencing failure the client will gain insight and begin to think in terms of more realistic goals. This use of a job site is somewhat drastic and is the converse of other uses of job sites in which the client has been selected because of a high probability of success. Because the client is expected to fail, this requires a very understanding and positive relationship with the employer. In other words, the evaluator must be able to explain that the client most likely will not make a good fry cook and that before the client can progress to a more realistic goal he must be convinced that being a fry cook is not the ideal job. Of course, if the client does prove to be successful on the job site, then the evaluator should think about revising his own decision making process while the client deserves the credit for having been right all along. The point is that sometimes this type of rather harsh reality testing is necessary before further progress in the client's rehabilitation can be made.

5. Assessment of Job Seeking Skills (or can the client get hired on his own) - In some job sites the client goes through the same formal application procedures of a regular job applicant. If this can be done realistically, it provides the client with a valuable experience in calling the company, making an appointment, completing an application, and being interviewed. Feedback obtained from personnel officials, a review of the application, and discussions with the client will provide the evaluator with a good source of data on the client's job seeking skills. For facilities having formal job seeking skills training, this method could be incorporated as a program evaluation technique. Assessment of job seeking skills could be evaluated alone or as the first step in using a job site for one or more of the purposes listed above.

The above sections have attempted to give most of the uses for job site evaluation and to provide the evaluator with a few common examples. It must be emphasized that the client may be referred to a job site for more than one reason. A client may have his job seeking skills assessed and then be "hired" because the evaluator wants to observe his work behaviors and his reaction to the physical demands of the job. Another client could be evaluated on the same job site in order to determine interest while testing for general work characteristics. The point is that the uses of job sites are many and that the evaluator must be able to give the reason(s) for using job site evaluation as part of the client's individualized evaluation plan.

Not only are there several uses of job sites but several types as well. The type of job site selected for the client should be based upon the needs of that client and how these needs are interpreted through the evaluation plan. The types of job sites that may be developed by the evaluator are as endless as the jobs in the national economy and the evaluator's creativity. There are six types of job sites outlined below. This list is intended to provide the evaluator with some examples; the inventive evaluator will be able to think of other job sites or workable combinations of these examples:

1. Full-time Job in Competitive Employment - We usually think of job site evaluation as trying out the client on a full-time job in competitive employment. Here the general strategy is to have an employer keep one or more positions open for client evaluation. Many of these positions will be "helper" jobs where the client assists a higher skilled regular employee perform his job tasks. Many such positions are commonly found in the construction (e.g., mason helper, carpenter helper) and service industries (e.g., kitchen helper, nursing aide). The majority of job site evaluations place the client on a full-time job for two or three weeks. This is especially true if the client is being evaluated for specific work skills and/or for work behavior. It should be emphasized that the job site exists for the needs of the client and that clients should never simply be assigned to a job site simply because the employer needs an extra cook's helper that week.

2. Part-time Job in Competitive Employment - In situations where the client may not be able to work a full eight hours, where there is a shortage of job sites or where job site evaluation is part of another ongoing program, a part-time job site may be used. Part-time job sites could be used to build work tolerance in a client before changing to full-time position. Part-time job sites would also be useful where the plan is to assess vocational interest--maybe four hours of standing behind a steam table is sufficient to convince a person that they are no longer interested in restaurant work. Some programs use part-time job site evaluation concurrently with other treatments such as literacy training, job seeking skills, and community living skills. In such programs the client may be completing his vocational evaluation while developing job skills at the same time--a practical solution for the facility that wants to use job site evaluation but can only keep a client for a relatively short time.

3. Group Placement in Competitive Employment - Sometimes rather than make individual placements, an entire group of clients is placed on a single job, usually with a professional staff member acting as their supervisor. There are several reasons why facilities may use a group placement approach. First, because the group is usually supervised by a staff person, what extra time and effort that would be required by regular management would be eliminated. Second, in areas where the constant "turnover" of persons on the job site presents problems for the employer, a set number of job sites under "outside" supervision may eliminate the problem. The evaluator is free to make changes without consulting management and management is free from the problems of constantly having to deal with a different client. Third, because of their training and experience in working with clients, the evaluator or workshop supervisor may be more capable of conducting the assessment of the client than the industrial foreman. One example of group placement is a facility that holds a contract for repairing pallets. Initially the pallets were shipped to the facility where they were repaired and then shipped back to the company. In order to reduce turnaround time and shipping costs, the facility negotiated with the company to set up the pallet repair operation in the company. The facility provided a supervisor and five workers for the operation. The area was used both for job site evaluation and for basic skill training. Thus, while the clients were in the same physical environment they were supervised by an employee of the rehabilitation facility. A second example is of a large sheltered workshop that uses a company cafeteria for assessment and training. Here the workshop evaluates and trains clients in dishwashing, busing, and food serving. The company pays the facility for this service. The facility in turn pays the salary of the workshop supervisor and the

clients under the appropriate wage and hour regulations. In both of these situations the rehabilitation agency has more freedom in scheduling and has a qualified evaluator to assess and train clients.

The advantages of group placement are described above. The major disadvantage is that by providing the client with a supervisor who is an employee of the facility and with fellow clients as co-workers, much of the realistic social atmosphere of competitive employment is lost. Often only the physical environment remains real.

4. Institutional Work Stations - For evaluators working in large institutions there is always the possibility of conducting job site evaluation within the institution. Almost all large institutions have maintenance shops, laundries, food service, accounting, duplicating, and messenger service. In the past many large institutions have been almost self-contained communities with most of the services that could have been found in a small town. The advantages of these job sites are obvious: (1) because they are within the same administration structure as the evaluation unit it should be easier to obtain cooperation than with a similar job in competitive industry; (2) many institutions have a tradition of using client labor as a routine method of keeping the institution operating. The major problem with using institutional work stations is that they are not always a realistic environment. After all, most supervisors in an institution are there because they care about people and this care can cloud their judgment about the client's real ability to perform on the job (Bly and Michael, 1973). Also, the job station within the institution may not reflect the same conditions that exist in competitive employment.

5. Jobs Within the Facility - In selecting job sites, the evaluator should not overlook the fact that the facility also has people who are competitively employed. The file clerks, receptionist, switchboard operator, cooks, and para-professional rehabilitation workers are all positions that the facility hires and pays competitive wages. Since real jobs exist within the facility, it is also possible to conduct job site evaluation within the facility. However, the evaluator has the obligation to make certain that the client is assessed according to the same standards set for regular employees. A client who wants to become a switchboard operator could be evaluated on a real job without having to leave the facility. The major problem with these jobs is that the supervisor may be sympathetic to the needs of the client to such a degree that it may bias their judgment of the client's ability, work behaviors, and other factors.

6. Facility Owned Business - In order to provide long term sheltered employment, as well as training, evaluation, and work adjustment services, some facilities have started or purchased their own businesses. These businesses can serve as job evaluation sites. Often facilities have entered the service industry by contracting to perform custodial work in office buildings and lawn and garden work on a contract basis for private homes as well as public buildings. A medium sized facility in a rural area of the midwest has recently bought out a lamp company and is manufacturing these products. Places where facilities own their own businesses have the obligation that the assembly line, work station design, etc., remain exactly as they did when the business was a private profit making corporation. If this does not happen, then the jobs become like those in a sheltered employment and job site evaluation becomes a situational assessment.

Six types of job sites have been listed above; once again, these are not the only methods of assessing a client under competitive conditions. In selecting any job site the critical questions are: is the client being evaluated on a job that is filled by persons who are competitively employed, and while he is on that job is he being assessed and judged by the same set of standards that would apply to any new employee.

The uses of job sites and the types of job sites may be combined into a form that can help the evaluator plan for a job site evaluation. Figure 1 presents an example of such a form--the Job Site Evaluation Planning Form. The first line contains the client's and evaluator's names. Line two gives the job site as well as the dates and times of evaluation. To prevent possible confusion with other jobs, the "job site assigned to" should use the DOT job title and the appropriate code. The next line contains the job site supervisor (the contact person and the person who will most likely help assess the client) and his telephone number. The fourth line contains a brief description of the job site. Here information about the job site (i.e., full or part-time, industrial, or in-facility) is given.

The remainder of the form is divided into two columns which relate the use of job sites to the evaluation plan. The first column asks what information is needed. Here the evaluator goes over the reasons given for job site evaluation and translates these reasons into questions or problems that have not been answered. The second column asks why this information is needed. This keeps the evaluator in touch with the referral question(s) and the questions asked in the evaluation plan. The intent of this form is to keep the client and evaluator aware of the needs of the client and how these needs are expressed through the use of the evaluation plan.

Figure 2 presents an example of this form used for the job site of a Janitor I (382.884) or custodian. Notice that in developing the reason for the use of the job site, the evaluator had four specific types of information that were needed to complete the evaluation plan: (1) specific skill testing, (2) assessment of work behavior, (3) environmental conditions, and (4) assessment of job seeking skills. (The check marks in the left margin indicate what is to be assessed.) The reason why each type of information is needed is briefly given in the second column. This information is ultimately related to the referral questions and the questions on the evaluation plan.

This section has attempted to give some very precise reasons for and examples of the different uses of job site evaluation as well as some of the different types of job sites. The use of job site evaluation must not be separated from the evaluation plan, and this must ultimately rest with the referral questions. The form given in Figure 1 and the example in Figure 2 are intended to provide evaluators with a tool for relating job site evaluation to the rest of the evaluation process.

Job Site Evaluation Planning Form

Client's Name_____ Evaluator_____

Job Site Assigned to:_____ Dates & Times of Evaluation_____

_____

Job Site Supervisor:_____ Telephone No._____

Brief Description of Type of Job Site_____

_____

_____

_____

What Information is Needed	Why is This Information Needed
1. Assessment of Work Performance	
a. general work skills	
b. specific performance potential	
c. specific skill testing	
2. Assessment of Work Behavior	
3. Assessment of Work Environment	
a. physical demands	
b. environmental conditions	
c. work tolerances	
4. Assessment of Self	
a. orientation to real work	
b. vocational interest	
c. reality testing	
5. Assessment of Job Seeking Skills	

Figure 1: Job Site Evaluation Planning Form

Job Site Evaluation Planning Form

Client's Name *Paul Lewis* Evaluator *Karen Olson*

Job Site Assigned to: *Janitor I (382.884)* Dates & Times of Evaluation *4/10/78 - 4/20/78 8:00 a.m.-4:30 p.m.*

Job Site Supervisor: *John Finnell* Telephone No. *232-1169*

Brief Description of Type of Job Site *full time two week evaluation in a large downtown office building--assigned to work with another custodian*

What Information is Needed	Why is This Information Needed
1. Assessment of Work Performance	
a. general work skills	
b. specific performance potential	
✓c. specific skill testing	1c. *Prior to being institutionalized, client was employed as a janitor. He wants to return to this type of work. See if he has retained enough skills so that retraining will not be necessary.*
✓2. Assessment of Work Behavior	2. *Stated preference for working alone. See if client can perform on a day-time job requiring some interpersonal contact.*
3. Assessment of Work Environment	
a. physical demands	
✓b. environmental conditions	3b. *Medical reports list some recent mild allergy to dust. Check to see if the client can tolerate dust, etc., on this job for an 8 hour day.*
c. work tolerances	
4. Assessment of Self	
a. orientation to real work	
b. vocational interest	
c. reality testing	
✓5. Assessment of Job Seeking Skills	5. *Client completed facility job seeking skills; see if he can perform in interview, complete application, and express self orally.*

Figure 2: Job Site Evaluation Planning Form for Janitor I

Part II

Steps in Establishing Job Sites

Decide Where to Establish Job Sites

The first step is to decide where the facility wants or needs to establish a specific job site. Prior to making this decision, accurate information is needed on the local labor market and type of client population served. Local labor market information is necessary to establish the business patterns of the community--its major industries, employment trends, unemployment rate, etc. This basic data can be obtained from community job surveys, information obtained from the local or state Job Service (i.e., Employment Service), manufacturers directories, Chamber of Commerce information, and personal contacts. All sources of information should be compiled into a basic document giving the location, the type, and the number of jobs within the community. In theory, job sites should be available for all areas of the local labor market. Thus, an evaluation unit in a community with a large number of industries making electrical goods and equipment or in food processing should have job sites in these areas. All geographic areas should have job sites in service industries such as restaurant, hotel and motel, automobile service, and custodial.

A second consideration is the type of client population served by the facility. Some evaluation units serve clients with all types of mental, physical, psychological, and cultural disabilities. A facility dealing with many types of disabled persons would generally need to have job sites covering the entire range of occupational areas and skill levels within these areas. Whereas, a facility providing services to a single disability group could safely limit their job site areas. For example, a facility serving only mentally retarded clients could realistically avoid evaluations on jobs requiring high degrees of academic skills.

Information gathered about the local job market and the type of client served sets the limits for establishing job sites. Decisions based on these limits will most likely be a mixture of objective and subjective facts and impressions, and will most certainly represent the evaluation philosophy of the facility. While each facility staff must decide on what specific job sites to pursue, several general recommendations for deciding where to attempt a job site must be made.

The first recommendation is to organize potential job sites into similar occupational groups. This can be done on a very formal basis using the Occupational Groups Arrangements and/or the Data-People-Things hierarchies of the Dictionary of Occupational Titles, other formal classification systems, or a homemade classification system that fits the needs of the facility, the clients, and the local job market. A facility may want to establish a job site in several industries having sedentary, routine assembly jobs. Although there may be several manufacturers that fit this description, one has proven hostile to previous placement attempts, another is plagued by labor-management problems, while a third is five miles from the closest public transportation. Thus, while it would be ideal to have job sites at each plant, the facility, after classifying the jobs, may decide to contact only one or two plants. By organizing jobs into a rational system, the results of an evaluation at one job site can be generalized to other similar jobs.

The second recommendation is to emphasize diversity in the choice of job sites. To the degree possible, job sites should be representative of the jobs available within the community. Not all job site evaluations should be conducted at the local gas station or in the housekeeping section of a hotel. Because clients have a wide variety of job needs, the facility needs a wide range of job sites. Some job sites may be easier to obtain than others. However, for a facility to have 15 custodial job sites and none in the construction industry severely limits the client's evaluation. This diversity should be selective and based on the community job structure and not simply on the ease of getting a client in the employer's door.

The third recommendation expands on the types of job sites discussed earlier in this publication. The evaluator should be flexible in his thinking of what constitutes a job in competitive employment and, if necessary, be able to find situations where a compromise can be reached. If an employer will not consider a full-time job site, ask for a part-time job site. Offer to provide the basic client training and orientation yourself. Suggest the possibility of in-plant subcontracting and if all else fails mention cooperation through the use of a job sample. In other words, try to see things from the employer's point of view and be willing to compromise to some extent.

In summary, prior to contacting employers about establishing job sites, the evaluator must know the local labor market and the client population the facility serves. Next, he should select the job sites based on the recommendations given above. This careful planning and organization should pay off in the number and variety of job sites that are obtained.

Strategies for Contacting Employers

Probably the most difficult single step in setting up a job site evaluation program is to get employers to provide the job sites. When establishing contact the evaluator should mention the major advantage for the employer of having a pool of qualified employees to draw from for future openings. This reason should be emphasized in light of recent federal regulations on discrimination against the handicapped and on affirmative action programs for the handicapped. A thorough description of these regulations (i.e., Section 503, found in 41 Code of Federal Regulations, Sections 60-741-60-741.28 and Section 504, found in 45 Code of Federal Regulations, Sections 84.61 and 84.7) can be found in Amicus, Vol. 2, No. 5, Sept. 1977.* These 504 regulations are a very strong selling point to companies having federal contracts. In addition to the two chief advantages given above, the facility can reduce the employer's burden by taking care of all of the paper work involved in payments to clients and employer, insurance, etc. Contacting employers is an art that requires good public relations and excellent interpersonal skills. Although there are no hard-and-fast rules for contact, Green (1973) offers the following advice prior to making the initial contact:

---

*Available from: National Center for Law and the Handicapped, Inc., 1235 North Eddy Street, South Bend, Indiana 46617

> Before the initial contact is made with a potential employer, the business functions, types of persons hired, work stations, and work assignments should be identified.
>
> The counselor should be able to discuss areas where the client could "fit in" with a minimum of disruption to the business, and a maximum of evaluative surveillance. The best situation is where an employee has many minor assignments to do which are related to the field of work in which the client will be evaluated. Some areas of this nature are machinist, clerical supervisor, assembly line supervisor, mechanics, chief janitor, plumber, electrician, etc. All of these positions have other areas of responsibility and in most cases provide a range of job assignments for evaluation. The job assignments also have easy transitional capabilities.
>
> An employer becomes much more receptive to a work site proposal if you are aware of his business functions.
>
> Research of the work site must include identification of the representing union. Most stewards or union personnel will not be adverse to establishment of a short term evaluation program if they are involved from the program beginning. (pp. 8-9)

Each evaluator or facility representative must use the approach that appears to fit with the needs of the evaluation unit, the demands of the employer, and the general relationship between the facility and the local business community. The following methods of contacting employers have been suggested:

1. Contact Service Organizations - Lions, Rotary, Chamber of Commerce, and local manufacturers organizations may provide a forum to express your need. The facility director, chairman of the board of directors, or similar person, could address these groups and explain the reason for evaluation in simple terms and attempt to obtain cooperation. In making these presentations, the concept of job site evaluation must be clearly specified so that it is not confused with the employment or the training of disabled persons. Simply explain the need and give the rationale in terms of realistic assessment for future competitive employment. If the potential employer appears interested, make arrangements for a follow-up visit.

2. Business Where Clients Have Been Placed - Employers who have hired handicapped persons may be another good lead. These persons should be familiar, to some extent, with the problems of disabled individuals and are most likely aware that handicapped employees make very good workers. Once again, the difference between evaluation and employment should be made clear. While some businesses are more active in working with handicapped citizens than others, it is also a good policy not to overload the receptive employer with too many requests at one time.

3. Business Where the Facility Has Subcontracts - If the facility does subcontracting and has acquired a reputation for providing good quality work and for meeting deadlines, then the evaluator may be able to use the good impression of his facility as a point for establishing a contact. If the employer has a long history of providing regular contracts to the facility,

it is possible that the evaluator can develop a group evaluation site within the industry itself. This could benefit the employer by reducing transportation costs and turnaround time. Having extra workers available within the industry could provide a back-up for some "helper-type" jobs. On most group placements (this includes evaluation also), the facility provides for the supervision of the clients and handles much or all of the paper work connected with wages and insurance. If this approach is tried, the evaluator must be certain to separate evaluation from contract work done outside the rehabilitation facility. There are different wage and hour and insurance regulations for each and these must be followed (see Appendix A for a complete discussion).

4. Businesses With High Turnover Rates - For many reasons (e.g., low pay, routine work, lack of advancement opportunities) some businesses always seem to have the "help wanted" sign out. Although the evaluator must find out the reasons for this and avoid putting his client in a potentially harmful situation, these businesses may be useful job evaluation sites. Here the evaluator can sell the employer on the fact that a successful job site evaluation may lead to a future employee in a hard-to-fill job. The evaluator should emphasize that handicapped workers are usually not "job hoppers," are not accident prone, and have good attendance records.

5. Contact Businesses Where Job Sites Are Needed - After the evaluator is aware of the community job market, he may simply pick up the telephone or make personal visits to companies where he wants to establish a job site. In doing this he should be extremely well prepared having previously obtained information about the company from manufacturers directories, Chamber of Commerce data, etc. The evaluator should have a good idea of the type of job site that he needs and, most important, be able to explain why he needs it in terms the businessman can understand. He could provide information on other businesses that are cooperating and suggest that the holder of the prospective job site contact these persons for their reactions. Even if he is not successful in establishing a job site, the evaluator has made at least one more company aware of the needs of the disabled and the responsibility of the public to assist in rehabilitation.

6. Agency Board of Directors - Most private rehabilitation facilities have a board of directors that represents different power groups within the entire community, including members from the business community. Another possible method is to use this board to assist in contacting employers and to enlist the aid of other community groups. Depending upon the composition of the board, the evaluator may have at his hands a group of persons who can influence a wide variety of persons and businesses. In making a presentation to this group, the evaluator must be well organized, have his goals in mind and, most critical, have the full support of the facility administration.

7. Use Media - Most radio, television, and newspapers will carry public service announcements. The use of media to reach a wide segment of the community is often possible and can be used to make a straight appeal for job sites. Possibly a better approach is to get the local newspaper or television station to do a feature on your job site evaluation program in particular, or your evaluation unit in general. If the facility is launching a job site evaluation program, it might be wise to include a general description of the program goals, examples of other agencies that have successfully used this approach, endorsements from community leaders and, finally, whom to contact. If the media exposure does not result in any job sites, it makes persons aware that the facility is attempting to be innovative in their approach.

8. Don't Overlook Small Businesses - Some writers (Beard, 1969; Genskow, 1973) have warned that many evaluators contact only large industries and companies when attempting to establish job sites. The selection of a small business such as a service station, car wash, retail store, etc., has many advantages. First, because the job structure is not likely to be too rigid, a client could be easily "fitted into" a useful job. Second, because he is dealing with a single employer rather than a personnel office and several supervisors, the evaluator may have a much better chance at selling the employer. Third, small businesses often result in close supervision of the client; this can provide the evaluator with immediate feedback if things are not going right. Finally, small businesses are less likely to be unionized, and this eliminates a potential problem.

Establishing the Job Site

After the company has been contacted and has agreed to discuss the possibility of establishing a job site evaluation, the evaluator must next make his initial visit to the employer. Green (1973) lists several steps in contacting employers for the actual establishment of the job site. The first three of these are:

1. Contact employer by phone, request a time to meet with him.

2. Send a letter of commitment and confirmation when time is established.

3. Set up separate appointments on same day with union steward, if union is involved. (p. 9)

Prior to this meeting the evaluator should have a specific job in mind and be ready to discuss this with the employer. However, he should also be flexible and open to different job sites and be prepared to change his original job evaluation site. The evaluator should also be able to explain exactly what he hopes to accomplish through use of the job site and be willing to discuss procedures with the employer that will reduce any inconvenience caused by the job site. Next, the evaluator should tour the business and obtain detailed information on the particular job site. This information can be obtained from several sources: (1) company job descriptions, (2) company job or task analysis, (3) other descriptive material, or (4) a job analysis conducted by the evaluator. If the evaluator conducts the job analysis, it can be simple or detailed depending upon the evaluator's familiarity with the job, the complexity of the job, and the amount of existing information on the job.

The ideal situation is to have the evaluator conduct a detailed job analysis of the job site. There are several reasons for this: (1) by defining the exact job that the client will be doing and by defining the working conditions, the job analysis can be used to develop the form(s) necessary for assessment; (2) if the client can't perform the job, the analysis will help to identify exactly which tasks he was not capable of performing and possibly give the reason why; (3) the results of the job analysis can be used as a basis for the development of occupational information. Such data can be used to inform clients about the job site and aid in their choice of a particular job site; and (4) the job analysis may bring to light any safety hazards or

environmental conditions that may adversely affect the client. This job analysis should be conducted according to one of the established job analysis procedures.

No matter what method is used to obtain accurate information about the job site, one of the results should be useable evaluation forms. These can range from simple to complex according to the needs of the evaluator. Appendix B gives two evaluation forms as examples; both were developed for the same job of Greenhouse Worker (406.887). Either a narrative report or an evaluator completed form could be used.

After obtaining accurate information about the job site and developing the necessary evaluation forms, the evaluator requests a second meeting with the employer and, if appropriate, the union representative. At this meeting the evaluator should:

1. Discuss the results of the job analysis (if any) and explain the evaluation forms that were based on these results.

2. Emphasize that the client is to be treated like the rest of the work force and that he should be kept on the job that he was assigned to.

3. Discuss how management and union should explain the job site evaluation to other employees.

4. Arrange legal aspects such as wage and hour regulations, insurance, etc. (See Appendix A)

5. "Have the evaluation process written in a step-by-step form at the second meeting." (Green, 1973, p. 9)

6. "Set [the] starting date for the first client as soon as possible after [the] second visit." (Green, 1973, p. 9)

When the first client is placed on the new job evaluation site, the evaluator should keep careful control over this new situation. This involves a few more visits then would normally be required for a job site of long duration, a few more conversations with client, supervisor, and union representative, and some additional help on how to fill out any evaluation forms.

The major points of the section can be summarized by using Figure 3, Checklist for Job Site Development; Figure 4 is an example on how to use this form. The purpose of this chart is to give the evaluator a step-by-step outline on how to develop a job site. (This form can be duplicated within the facility and a separate one used for each job site.) The first line contains the job site needed and gives the job title and DOT code number. This line is completed after the decision has been made. There should be a brief statement as to why a job site is needed for a particular job, such as previous high client placement in this area, need for a job site having extremes of temperature change, and evaluation results are readily transferable to other sedentary assembly jobs.

The third part contains an outline of the methods for contacting employers, the date of each contact type, and the results. It could include under service organizations, "spoke to Lions about needs for sites in restaurant industry and took names of interested parties." If a job site were needed at a particular company, "called Ajax Corporation and explained about need for electronics inspector job site." This section of the form is used to remind the evaluator of the method of contacts that are available and to keep a record of the effectiveness of each method.

Part 4 is completed once contact has been made with a particular employer. If more than one employer shows a definite interest in the same job, a separate Part 4 should be completed for each potential contact. Part 4 is used to keep a record of the times and dates of meetings and of their results. The major purposes of this section are to remind the evaluator of the steps and to keep track of how these steps were completed. If the first meeting goes badly and the employer changes his mind about permitting the use of job sites, then this reason should be carefully recorded and maybe discussed in depth with other facility staff to prevent it from happening again. The rest of Part 4 of the form is obvious and includes an outline of what topics should be covered in the meetings as well as a summary of what job information was obtained and how it was obtained.

In conclusion, this section attempted to give step-by-step procedures on how to decide and establish a job site evaluation program. The final part of this publication will deal with evaluating the client on the job site.

Checklist for Job Site Development

1. Job Site Needed _____

2. Decision: Why was this selected? _____

_____

_____

_____

3. Methods of Contacting Employers

Method	Date	Results
a. Service Organization		
b. Clients Placed Previously		
c. Subcontracts		
d. High Turnover		
e. Where Sites Needed		
f. Agency Board of Directors		
g. Media		
h. Small Business		

Figure 3: Checklist for Job Site Development

4. Establishing Job Site

Name of Employer_____ Address_____

Contact Person_____ Telephone No._____

a. First Employer Contact

Method	Date	Time and Date of Appointment
Telephone call		Employer
Follow-up letter		Union
Other		

b. Results of First Meeting_____

_____

_____

_____

c. How and What Job Information Obtained_____

_____

_____

_____

d. Forms Developed_____

_____

e. Second Employer Meeting: Time and Date_____

1. Forms

2. General Orientation

3. Arrange Wage and Hour

4. Clarify Insurance

5. Time and Date First Client Starts_____

Checklist for Job Site Development

1. Job Site Needed *Janitor I (382.884)*

2. Decision: Why was this selected? *High turnover job--many vacancies in downtown area. Also good position for evaluating ability to work alone--i.e., minimum supervision. Frequent change of tasks--assess ability to transfer from one task to another.*

3. Methods of Contacting Employers

Methcd	Date	Results
a. Service Organization	1/13/78	Facility director spoke with Rotary about job sites in general. Janitor sites were mentioned in detail--see attached list of potential contacts.
b. Clients Placed Previously		
c. Subcontracts		
d. High Turnover	1/10/78	Spoke with job service and got names of places that usually need janitors and maintenance persons.
e. Where Sites Needed	1/9/78	Called building managers for following office buildings: Vanguard, Longfellow, Pierce, and Hovlid.
f. Agency Board of Directors		
g. Media		
h. Small Business		

Figure 4: Checklist for Job Site Development for Janitor I

4. Establishing Job Site

Name of Employer *Manager, Longfellow Bldg.* Address *1815 M St. N.W.*

Contact Person *Stanley Jones* Telephone No. *232-1169*

a. First Employer Contact

Method	Date	Time and Date of Appointment
Telephone call	*1/16/78*	Employer *10:30 a.m. 1/20/78*
Follow-up letter	*1/17/78*	Union *No union*
Other	---	------

b. Results of First Meeting *1. Employer wants to start with part-time job site first to see how it goes. 2. Client will be assigned to an older worker who would appreciate some help. 3. Client is not to operate buffer alone.*

c. How and What Job Information Obtained *1. Read a short job description developed by employer. 2. Talked with manager about job tasks. 3. Observed and interviewed two janitors for about an hour. Used above information to develop short job analysis.*

d. Forms Developed *A single page evaluation form using a checklist format containing critical tasks and behaviors*

e. Second Employer Meeting: Time and Date *2:00 p.m. 1/26/78*

1. Forms - *Showed evaluation form. No suggestions for changes.*

2. General Orientation - *Orientation will be given in the evaluation unit prior to arrival at job site. Evaluator will bring to job site, make introductions. The person who will be working with the client will take client on tour of building.*

3. Arrange Wage and Hour - *Filed WH-222*

4. Clarify Insurance - *Explained that client is covered by facility's workmen's compensation and other insurance.*

5. Time and Date First Client Starts *8:00 a.m. 1/30/78*

Part III

Evaluating the Client on the Job Site

Evaluation of the Client

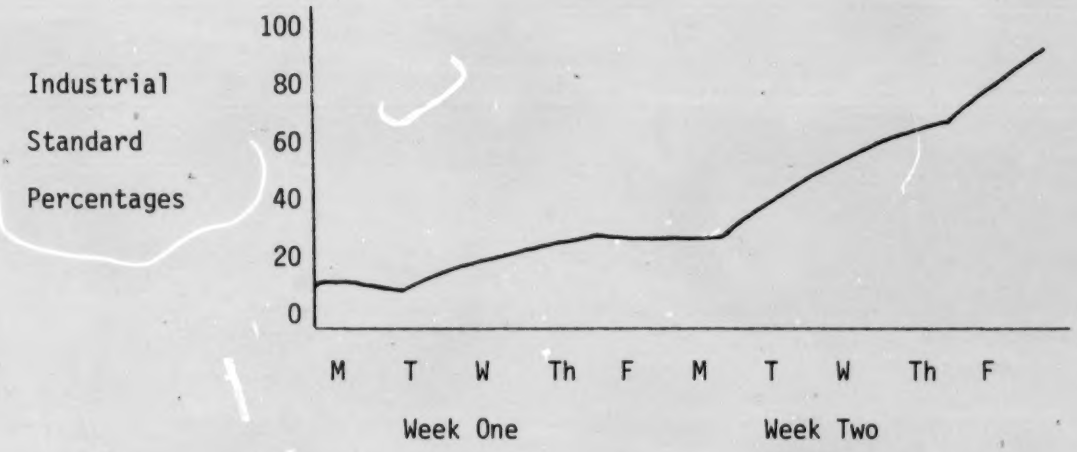
The job site has been set up, the reasons for using the job site have been defined and included in the client's evaluation plan (see Figure 1), transportation has been arranged and the client is ready to go. Now we can place the client on the job site.

The first question to be answered is who will do most of the evaluation. Because the foreman (here the terms "foreman" and "supervisor" will be used interchangeably) can be expected to have an accurate knowledge of the job duties and how the client is performing them, the foreman should be the one who performs the basic evaluation. The supervisor, in some cases, either keeps or has access to production records which can be useful for determining changes in productivity. (This is especially true in jobs where a piece work rate is kept.) However, the foreman is not paid by his company to be an evaluator. It is also very possible that because he is not trained in the skills of observation and behavior recording, he will miss critical events. Therefore, the evaluator is not simply to turn the client loose on the job site and come back within one or two weeks and expect the supervisor to have a complete report. The evaluator must visit the job site several times to discuss problems, make observations, talk with the client and the supervisor, review production records, if available, and possibly modify the job site. Thus, both the supervisor and the evaluator should be assessing the client on the job site.

The observations, production rates, etc., should be collected in a logical way. The type of data collection device that is used will be based, to a large extent, upon the job duties and the reason for the evaluation. Some examples of the wide variety of evaluation forms used are contained in Appendix B. (It must also be pointed out that an evaluator can use a strictly narrative format and not develop any forms at all.) Many of these are based on the performance of job tasks established by job analysis procedures. More general work behaviors are based either on the specific demands of the work place or on widely socially acceptable work values. The question now becomes one of who completes these forms. Facilities use different techniques. Most facilities have the supervisor rate the client. Here these forms are usually kept simple, often using a checklist format. Observations can be made at several points during evaluation to determine what, if any, changes have occurred. Another commonly used technique is to have the evaluator talk with the supervisor at various times during the evaluation period, question him about the client, and then record the results on the appropriate form. These results could be communicated to the client in either formal or informal feedback sessions.

If the client is on a job where production records or industrial standards (e.g., predetermined time study methods) are available it would be very helpful to compare the client's daily production against the standard for the

Job. This enables the evaluator to obtain some idea of how rapidly the client is increasing his work output. An example of such a device is as follows:



Here the production is plotted daily against some predetermined criteria: piece work rate or industrial standard compared to the mean performance of other workers in the department--almost any objective measure can be used.

In conclusion, it is important to use an evaluation form that has been specifically designed for the requirements of the particular job site. This form should be accurate, thorough, and yet easy to complete. Any form that the supervisor is to complete must be accurate while requiring as little time as possible.

Reports and Decisions

After the data have been collected and placed on the evaluation forms, the final steps are to prepare a report of the job site evaluation and then to make decisions on the next step of evaluation. Prior to any report on the job site evaluation, the client should undergo one final interview with the evaluator. This will obtain the client's perceptions of how he did on the job site, how he liked the various tasks, how he learned to perform these tasks, were there any problems with co-workers, was the job and the environmental conditions within the limits set by his disability, etc.--information that is gathered during the course of the job site evaluation. The client's final interview on the job site should be combined with the evaluator's and supervisor's rating and reports. The final report on the job site evaluation need not be lengthy. It can simply be the job site evaluation form with a space for a written summary of the client's perceptions and short narrative ending with the evaluator's recommendations and conclusions. It can also be a simple narrative report of the outcome.

After the job site evaluation is completed, it is time to make one of several decisions. The first is "Is additional information necessary?" If the client has proven successful, the in-facility data is complete, and there are no other practical avenues to explore, the evaluator can prepare the final evaluation report. The report summarizes all information on the client,

reaches conclusions, and makes recommendations for future courses of action. If the job site evaluation does not answer the questions asked in the written evaluation plan, or if new questions arise from the job site evaluation, then the evaluator must decide where to obtain this information. The second decision becomes "Does the evaluator want to place the client on an additional job site?" The third decision is "Does the evaluator place the client in the facility for additional in-facility evaluation?"

Some possible reasons for placing the client on another job site are described as follows. If the client was placed on the job site for the purpose of establishing vocational interest or for orientation to real work, the evaluator may want to give the client exposure to other types of work environments. For example, a client placed in a factory environment may next be placed in a public contact situation. The client who expressed a preference for clerical work may decide that he is no longer interested in that type of job and would like to investigate a job site which requires less routine work. The client may enjoy the general work environment but has problems with learning the tasks; he could be placed in a similar job setting, but one demanding less skill or fewer skills. If client and evaluator decide that additional job site experience is needed, then they review the evaluation results and select a new job site. In this instance, the client repeats the steps outlined above on the new job site. In cases where additional information is needed and if it has been decided that this information cannot be obtained from additional job site evaluation, the client returns to the facility for additional evaluation. Such cases might include the need for more detailed assessment of dexterity, assessment of what methods of instruction are best for the client, exposure to more occupational information, or a more detailed assessment of his work related behaviors. Although this decision may look like a backward step to the client, the evaluator may have to bring the client back into the evaluation unit so that an accurate picture of his aptitudes, skills, work behaviors, and interests are obtained.

In conclusion, this publication has attempted to describe to the evaluator how to set up a job site and how to use job site assessment as part of the client evaluation process. The use of job sites is limited in vocational evaluation and all of the materials, forms, and ideas presented in this publication are to be taken as a source of ideas and not as a rigid set of rules. Because so little has been written on this topic, the evaluator will have to rely heavily on his own experience, the specific needs of his clients, and the professionalism that demands that evaluators use their creativity to solve a very challenging situation.

Because not much has been published on job site evaluation, MDC would like evaluators who use this technique to contact us about your programs and your experiences. In this way we can revise this publication to make it more useful in developing job site evaluation as a major assessment technique.

Bibliography

Beard, J., Utilizing competitive industry for vocational evaluation and work adjustment. In P. Affleck, F. DeCapot, & J. Szufnarowski (Eds.), Proceedings of short-term training institute on work adjustment-vocational evaluation services. Hyannis, Massachusetts: Massachusetts and Connecticut Association of Sheltered Workshops and Homebound Programs, 1969, 43-60.

Bitter, J. A., Using employer job sites in evaluation of the mentally retarded for employability. Mental Retardation, 1967, 5, 21-22.

Bly, B., & Michael, R., On-the-job evaluations in a general hospital. Rehabilitation Literature, 1973, 34, 364-367.

Botterbusch, K. F., An Introduction to Job Analysis. Menomonie, Wisconsin: Materials Development Center, 1976. (Sound-Slide Presentation)

Cann, M. A., & Gegnon, A. J., Establishment of a vocational evaluation-adjustment unit. Springfield, Massachusetts: Springfield Goodwill Industries, 1967.

Commission on Accreditation of Rehabilitation Facilities, Standards manual for rehabilitation facilities. Chicago: Author, 1978.

Dunn, D. J., Situational assessment: Models for the future. Menomonie, Wisconsin: Research and Training Center No. 22, 1973.

Esser, T. J., Client rating instruments for use in vocational rehabilitation agencies. Menomonie, Wisconsin: Materials Development Center, 1975.

Fry, R. (Ed.) Work evaluation and adjustment: An annotated bibliography, 1974 supplement. Menomonie, Wisconsin: Materials Development Center, 1975.

Fry, R. (Ed.), Work evaluation and adjustment: An annotated bibliography, 1975 supplement. Menomonie, Wisconsin: Materials Development Center, 1976.

Genskow, J., Vocational evaluation and client responsibility. Journal of Rehabilitation, 1970, 36(3), 16-18.

Genskow, J., Decatur Evaluation Center. In R. Fry, J. Genskow, and A. Sax (Eds.), Proceedings of the Decatur Seminar. Menomonie, Wisconsin: Materials Development Center, 1971, 1-19.

Genskow, J., Evaluation: A multipurpose proposition. Journal of Rehabilitation, 1973, 39(3), 22-25.

Georgia Division of Vocational Rehabilitation. Training manual: Dictionary of Occupational Titles. Atlanta: Author, 1974. (Reprinted by the Materials Development Center as Reprint Series No. 10)

Green, W., Development of community based work evaluation sites. Journal of Minnesota Rehabilitation Counseling, 1973, 3(1), 8-11.

National Center for Law and the Handicapped, Inc., Amicus, 1977, 2(5). (entire journal)

Olshansky, S., Work samples: Another view. Rehabilitation Literature, 1975, 36(2), 48-49.

Schneck, G. R., Job analysis: A self-study manual. Menomonie, Wisconsin: Research and Training Center No. 22, 1976.

Sturmen, J., Worley, B., & Forster, J., Vocational evaluation exploration and re-socialization using community job stations and a community live-in teaching facility. Everett, Washington: The Delta Foundation for Rehabilitation and Research, 1969.

Task Force No. 2, The tools of vocational evaluation. Vocational Evaluation and Work Adjustment Bulletin, 1975, 8(3), Part I, special edition, 49-64.

U.S. Department of Labor, The Dictionary of Occupational Titles (Third Edition) (2 Volumes). Washington, D.C.: GPO, 1965.

U.S. Department of Labor. Handbook for analyzing jobs. Washington, D.C.: GPO, 1972. (Reprinted by the Materials Development Center as Reprint Series No. 13)

Walls, R. T., Werner, T. J., & Bacon, A., Behavior checklists. Institute, West Virginia: West Virginia Research and Training Center, 1976.

Zucker, S. H., & Altman, R., An on-the-job vocational training program for adolescent trainable retardates. The Training School Bulletin, 1973, 70(2), 106-110.

Appendix A

Wage and Hour Regulations

The Fair Labor Standards Act (FLSA) of 1938, as amended, states that all covered employees must be paid at least the minimum wage. However, the FLSA does provide certain exceptions such as the employment under special certificates of individuals whose earning or productive capacity is impaired by age (65 or older) or physical or mental deficiency or injury. Alcoholics and chemically dependent persons come within this meaning but the following, among others, do not: vocationally, socially, culturally, or educationally handicapped; chronically unemployed; welfare recipients; school dropouts; juvenile delinquents, parolees; conscientious objectors, etc.

In other words, before a facility can pay subminimum wages a client must be impaired by a definable mental or physical handicap or be age 65 years (or older) and unable to perform job duties as well as a nonhandicapped person. Under the FLSA, the host of social handicaps does not by itself qualify a person as a "handicapped worker." For example, persons whose only disability may be low educational attainment, a police record, or from a different culture must be paid at least the minimum wage, even if they are employed in a sheltered work setting. Therefore, such persons must be paid the minimum wage during the job site evaluation if they are doing work covered by the FLSA.

There are five types of certificates under DOL Regulation 525 which permit the payment of subminimum wages to clients in sheltered workshops. These are: regular program, work activities center, individual rate, training and evaluation.

Under DOL Regulation 525 "Sheltered workshop" or "workshop" means a charitable organization or institution conducted not for profit, but for the purpose of carrying out a recognized program of rehabilitation for handicapped workers, and/or providing such individuals with remunerative employment or other occupational rehabilitating activity of an educational or therapeutic nature.

Two points must be made. First, "evaluation programs" are interpreted by the Wage and Hour Division to mean what the vocational evaluator would define as "situational assessment" (i.e., evaluating the client's potential in a sheltered employment setting, most commonly a workshop). Since these certificates can only be issued to nonprofit organizations, the "Application for an Evaluation or Training Program Certificate" (Form WH-247) could not be used for job site evaluation.

Second, all clients must be paid if they are performing work regardless of whether they are under one of the five types of certificates mentioned above or on a job site evaluation. Client wages are based on the principle that

> Subminimum wages to handicapped persons must be commensurate with those paid nonhandicapped workers in industry in the vicinity for essentially the same type, quality, and quantity of work. (DOL, 1975)

The client must be paid a percentage of the prevailing wage for an equivalent job in the same geographical area--NOT a percentage of the minimum wage. On a job site where piece work rates are used the client must be paid at least the same piece work rate as "regular" employees of that company. Where hourly wages are paid, the percentage of the hourly wage should be established for the individual client. For example, if a client's performance is about 60% of normal productivity and the prevailing industry wage is $3.00 per hour, the client's wage should not be less than $1.80 per hour (.60 x $3.00 = $1.80). On a job site evaluation, the client who is productive cannot be paid less than 50% of the current (statutory) minimum wage.

In using job site evaluation, the facility must complete an "Application for Handicapped Worker Certificate" (Form WH-222). Prior qualifications are: (1) the facility must hold a valid sheltered workshop certificate (regular program, work activities center, evaluation or training); and (2) the facility must be in compliance with the FLSA. Each employer who agrees to establish a job site within their business generally must reimburse the workshop at least to the extent which precludes the concern gaining a competitive advantage from the employment of the handicapped worker. The only exception to reimbursing the workshop is when it can clearly be demonstrated that the client does not provide the employer with an unfair advantage because of low cost client labor. Three things must be kept in mind: (1) WH-222 is submitted for a specific program not to exceed six months, (2) a separate form must be submitted for different groups of trainees, and (3) Wage and Hour approval must be obtained prior to placing handicapped clients on job sites. In completing Form WH-222 the evaluator should use the "Program for Training of Sheltered Workshop Clients in Commercial Industry" which also contains instructions for completing Form WH-222 (see page 36).

An example of Form WH-222 is given on page 39. In this example two clients are listed. (The information for any other clients is to be attached.) The first client, Anne Lons, is engaged in a three month combination of on-the-job training as a grid assembler and social skills training in the rehabilitation facility. Because definite long-term training is involved, she must be paid the full piece work rate and guaranteed at least $1.80 per hour (amount proposed in item 10) which can never be less than 50% of the FLSA minimum wage. This information is obtained from the employer. Her earnings for four weeks prior to the completion of the report are given in item #14. The number of hours on the job is listed first. Then the average weekly piecework rate that she earned is given in column "c." Since she must be paid at least $1.80 per hour, any earnings under $1.80 per hour must be made up (column "d"). The weekly earnings listed in column "f" are the number of hours worked multiplied by the hourly rate (24 hours x $1.80 = $43.20). The make-up pay of $10.32 is entered [$43.20 - (24 x $1.37) = $10.32]. As the client's productivity increases above the 50% mark, her weekly earnings do not have to be made up.

In the above example, the employer would have received a considerable advantage had they not paid the facility for the client's labor. (The facility in turn pays the client.) However, there are some cases when a job site is of no advantage to the employer and, therefore, the workshop does not have to be reimbursed. There are not specific quidelines or regulations for determining if an employer is gaining a competitive advantage through the use of client workers. The decision as to whether the client is contributing to the economic gain of the cooperating industry must be based upon a common

understanding by the facility and the employer. Some factors considered in such a decision are the length of time the client will be on the job site, his level of production, the cost of materials and the wastage of materials, and the cost of increased supervision. If the employer and the facility are able to demonstrate that the industry does not receive any financial gain from having the client on the job site, then the facility does not have to be reimbursed by the industry. The facility, however, has the moral and legal obligation to see that a client is paid for any productive work and should not acquiesce to an employer merely to obtain or keep a job site.

In the second example the client, Richard Hobbs, was evaluated for two weeks as a kitchen helper. Prior to the beginning of his job site evaluation, the evaluator and the restaurant manager discussed the situation. The client would require greater than average supervision. The client would only be on the job a short time and would be, by necessity, an observer much of the time; the management could expect to have to pay for some broken dishes and wasted food; and the evaluator was not certain if the client would want to stay on the site for two weeks. In a case such as this, the evaluator and the manager would most likely agree that the "employment" of the client was not providing the employer with an economic advantage. It must be noted that time itself is not the only criteria--a client who is productive above the cost of his evaluation must be paid accordingly.

In summary, several points must be made. First, if the client is paid the minimum wage, no certificate of any type is needed. Second, all client wages must be based on the prevailing wage and all wages must come from the employer. Third, clients on job sites must be paid at least 50% of the FLSA minimum wage. Finally, Form WH-222 must be submitted prior to placement on job sites. Multiple clients and multiple employers may be listed on same application as appropriate.

The above interpretation of the FLSA standards as they apply to job site evaluation is based on currently available information from the U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division. Because federal regulations can change (due to new laws, administrative decisions, or court rulings), it is suggested that the facility contact the Wage and Hour Division in their regional office (see list on page 41).

Relevant Wage and Hour Publications

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division. Special minimum wages for handicapped workers in competitive employment (Title 29, Part 524 of the Code of Federal Regulations) (WH Publication 1316). Washington: Federal Register, January 5, 1971.

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division. Part 525 - Employment of handicapped clients in sheltered workshops (WH Publication 1249). Washington: Federal Register, May 17, 1974.

U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division. A guide to sheltered workshop certification (WH Publication 1345 revised 1975). Washington: GPO, 1975.

United States Senate, Committee on Labor and Public Welfare. Fair labor standards amendments of 1974 (P.L. 93-259). Washington: GPO, 1974.

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division
Washington, D.C. 20210

PROGRAM FOR TRAINING OF SHELTERED WORKSHOP CLIENTS IN COMMERCIAL INDUSTRY

To facilitate placing clients in competitive industry and to allow for a more gradual transition for clients from the workshop into industry, among other things, the Wage and Hour Division of the U.S. Department of Labor has developed a program which will permit workshops (including work activities centers) to make application for certificates to train some of the clients in competitive industry while these clients remain on the workshop payroll. A workshop may participate in this program under the following conditions and procedures:

I. Conditions and Procedures of Program.

A. To participate in this program, the workshop must be in compliance with the terms and conditions of the certificate it now holds.

B. The workshop must make application, as employer (under Regulations, 29 CFR Part 524, Special Minimum Wages for Handicapped Workers in Competitive Employment), jointly with the client, for an individual certificate for a specific training program with a specified competitive concern. (See II below for specific instructions for completing the application.)

C. A training certificate under this program is nonrenewable. Periods longer than 6 months will not be approved except in unusual circumstances.

D. The workshop is responsible for informing the concern of its responsibilities under this program, namely: That a joint employment relationship exists with the competitive concern and the workshop when the client begins productive employment; that the concern as well as the workshop is responsible for compliance with the provisions of the Fair Labor Standards Act and the terms and conditions of the trainee certificate; and if the client-trainee remains with the concern and needs a wage lower than the applicable statutory minimum wage after expiration of the training certificate, the concern must apply in the regular manner for a handicapped worker certificate.

E. The rate in the training certificate is set to reflect adequately the individual client-trainee's earning capacity. If the client-trainee is placed for training in an establishment where nonhandicapped employees are employed at piece rates in the same occupations, he must be paid at least the same piece rate. He must be paid all he earns at piece rates, but in no case may be paid less than the hourly rate specified in the certificate.

F. The workshop is responsible for payment of the client's wages in accordance with the terms and conditions of the certificate, as well as for maintenance of proper records as required by the Regulations, during the period covered by the special training certificate. The workshop shall also maintain a record of the reimbursement made by the competitive concern, as required in subparagraph G below.

G. The workshop must be reimbursed by the competitive concern, at least to the extent which precludes the concern gaining a competitive advantage from the employment of the client-trainee. (Under this condition, no reimbursement need be required when placement is for short periods of time, such as 1 month or less.)

II. Application for Training Certificate.

In general the type of information to be supplied is about the same as that required for any application for a handicapped worker certificate under Regulations, 29 CFR Part 524. Comments about each item of the form, including special instructions where necessary, are shown below.

A. In completing the application (Form WH-222) for such training certificates, the workshop must furnish the following information:

1. Item 1 - Enter the name and address of the workshop.

2. Item 2 - Enter the date the application is completed and signed.

3. Item 3 - Enter the name and address of the establishment where the client-trainee is placed for training.

4. Item 4 - Enter the type of business and products produced, sold, or handled by the commercial establishment.

5. Items 5 and 6 - Enter the appropriate information about the client-trainee as required.

6. Items 7 and 8 - Leave blank.

7. Item 9 - Enter the home address of the client-trainee.

8. Item 10 - Enter the hourly rate the firm proposes to guarantee the client-trainee, bearing in mind that this rate must be based on the client-trainee's earning capacity for the work which he will do. (In no case may this be less than 50 percent of the applicable statutory minimum wage.)

9. Item 11 - Describe the proposed training.

10. Item 12 - Describe the client-trainee's disability.

11. Item 13 - Complete with information secured from the competitive concern.

12. Item 14 and 15 - Enter the client's most recent workshop earnings and the type of work he was doing.

13. Items 16, 17, 18, and 19 - Complete with applicable signatures and other information as required.

B. After the completed application is signed by the appropriate workshop official and the client-trainee, forward the original and one copy to the appropriate Regional Office of the Wage and Hour Division and give one copy to

the client-trainee; the other copy is for the workshop files. For a sheltered workshop client who has been employed in the workshop under its certificate, there is temporary authorization for employment of such a client in a competitive establishment, effective from the date an application for handicapped worker certificate under this special program is filed, provided that the client is paid not less than 50 percent of the applicable statutory minimum or the workshop certificate rate, whichever is higher and provided further, that the workshop has not previously been denied a handicapped worker certificate for the particular training program.

U.S. Department of Labor
Wage and Hour Division
October 1977

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WAGE AND HOUR DIVISION

Form Approved
OMB No. 44-R0323

FOR AGENCY USE ONLY			
AGE ☐	ORIGINAL ☐		
OTHER ☐	RENEWAL ☐		
WH-242 on file ☐	DENIED ☐		
RATE	FROM	TO	

SAMPLE

APPLICATION FOR HANDICAPPED WORKER CERTIFICATE

INSTRUCTIONS: ALL ITEMS SHOULD BE COMPLETED.

a. This is an APPLICATION FORM ONLY (not a permit or certificate) used in applying for a subminimum wage certificate for a handicapped worker under the Fair Labor Standards Act, Walsh-Healey Public Contracts Act, and/or Service Contract Act (SCA). If the worker will be employed on an SCA contract of more than $2,500, supply on a separate sheet of paper attached to this application: Name of the prime contractor, contract number, dates of award and expiration, amount of the contract, applicable SCA wage determinations (including fringe benefits), type of service to be performed, and governmental agency name and location for which the service contract will be performed.

b. Four copies of this form are to be completed and then signed by both the employer and the handicapped worker. The employer should send the original and one copy of the completed form to the address shown above, give one copy to the worker, and keep one for his/her own files.

INFORMATION ABOUT EMPLOYER

1. Name of firm: Menomonie Rehabilitation Center
111 Main St.
Menomonie, WI 54751

2. Date of application: 3/15/78

3a. Address including ZIP Code, of establishment where worker will be employed
(1) Dunn Tronics, Industrial Park, Menomonie, WI 54751
(2) Arnie's Salad Bar, RD #2, Menomonie, WI 54751
(see attached list for others)

3b. Area Code and Telephone Number:

4. (a) Type of business: (1) electronics assembly, (2) restaurant (see attached list for others)
(Examples: retailing, wholesaling, manufacturing, processing, miscellaneous business services, etc.)

(b) Type of products or services: (1) radios and calculators, (2) food (see attached list for others)
(Examples: men's and boys' clothing, seafood, hosiery, cigars, mail advertising, etc.)

INFORMATION ABOUT HANDICAPPED WORKER

5. Name of worker	6. Date of birth	7. How long employed by firm?	8. How long at present job?
Mr. Mrs. Miss (1) Miss Anne Lons (2) Mr. Richard Hobbs (see attached list)	5/2/56 8/10/48	N/A	N/A

9. Home address, including ZIP Code, of worker: (1) Lons - 1019 Ninth St., Menomonie, WI 54751
(2) Hobbs - Hotel Marion, 135 Broadway, Menomonie, WI 54751
(see attached list)

10. Amount firm proposes to guarantee worker in: (1) Lons - $1.80 per hour
(a) Cash (2) Hobbs - no reimbursement - 2 week evaluation per hour
(see attached list)

(b) Reasonable cost of lodging, board or other facilities, if furnished _____ per hour *(See Reg., 29 CFR Part 531)*

(c) How long has proposed rate been in effect for this worker? _____

11. Occupation in which worker is to be employed (Describe if job title is not self-explanatory)
(1) Grid Assembler (726.884) - Three month on-the-job training program by foreman with social skills training by facility
(2) Kitchen Helper (318.887) - Two week job site evaluation to determine: physical stamina, ability to learn job, interest (see attached list)

12. Nature of worker's disability:
(a) Describe in FULL. (Do not use vague statements, such as "nervous," "slow," etc.)
(1) Paraplegic - L-2 break; confined to wheelchair - obvious
(2) Mental retardation - WAIS IQ = 70; slight balance problem - not obvious
(see attached list)

(b) Obvious ☐ Not obvious ☐ (Check one.)

(If disability is not obvious, a Report of Medical Examination Form WH-242 should be completed by a physician and accompany this application. For a renewal application submit Form WH-242 only when requested.)

(OVER - THE REVERSE SIDE OF THIS FORM MUST BE COMPLETED)

INFORMATION ABOUT EARNINGS

Note: The information requested below must be properly completed to determine the certificate rate. Action cannot be taken on this application unless all the requested information is furnished.

13. (a) NONHANDICAPPED employees in establishment during most recent week doing same type of work as described under Item 11.

(1) NUMBER OF SUCH EMPLOYEES (If none, so state)	(2) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(3) NUMBER PAID MAKE-UP TO EQUAL STATUTORY MINIMUM (If none, so state)	(4) AVERAGE MAKE-UP PER HOUR (Divide total make-up by total hours worked by employees paid make-up)
	Time work	Piece work		
(1) 22	---	3.87	None	---
(2) 3	2.85	----	None	---

(b) If the make-up paid reported in 13(a)(3) and 13(a)(4) above is the result of unusual circumstances explain.

14. Handicapped worker's earnings for most recent 4 weeks he or she worked for the employer.

(a) WEEK ENDING (Date)	(b) HOURS WORKED (Total for week)	(c) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(d) MAKE-UP PAY (Total for week added to equal authorized minimum. If none, so state.)	(e) OVERTIME PAY (Total paid for week over and above straight-time earnings)	(f) WEEKLY EARNINGS (Total gross earnings for week.)
(1) Lons		Time work	Piece work			
2/17/78	24		1.37	13.68	None	46.56
2/24/78	30		1.52	12.60	None	58.2
3/3/78	30		1.98	None	None	59.4
3/10/78	30		2.05	None	None	61.5

15. If worker has been employed during the above 4 weeks in an occupation other than that described in Item 11, specify occupation.

(1) Lons - None

(2) Hobbs - Job site evaluation for weeks ending 3/3/78 and 3/10/78 - No wages paid (see attached list)

SIGNATURES OF EMPLOYER AND HANDICAPPED WORKER

16. I certify that to the best of my knowledge and belief, all statements are true and accurate.	Signature of employer or authorized official Mary Flynn	17. Print or type name and official title Mary Flynn Executive Director
18. I have read the statements in this application and ask that the requested certificate be granted.	Signature of handicapped worker *(If worker cannot write, signature may be made by mark (X) and witnessed by another person.)* Ann Lons Richard Hobbs (see attached list)	
19. Witness *(Required ONLY if worker's signature is made by mark (X).)*	Signature of witness	

DO NOT WRITE IN THIS SPACE - FOR AGENCY USE ONLY

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division
Washington, D.C. 20210

REGIONAL OFFICES

Atlanta, Georgia Region
(FL, GA, NC, SC, KY, TN, AL, MS)
Room 331
1371 Peachtree Street, NE
Atlanta, Georgia 30309
Mrs. Eleanor Bush
Commercial 404-881-4801

Boston, Massachusetts Region
(CT, ME, MA, NH, RI, VT)
John Fitzgerald Kennedy Federal Bldg.
Government Center
Boston, Massachusetts 02203
Mrs. Margaret McDonald
Commercial 617-223-5565

Chicago, Illinois Region
(IL, IN, MI, MN, OH, WI)
Federal Building, 8th Floor
230 South Dearborn Street
Chicago, Illinois 60604
Ms. Carol Fluker
Mr. Bob Halson
Commercial 312-353-7246

Dallas, Texas Region
(AR, LA, NM, OK, TX)
555 Griffin Square
Dallas, Texas 75202
Mr. James O'Hara
Ms. Judy Edmondson
Commercial 214-749-2303

Denver, Colorado Area
(CO, ND, SD, MT, UT, WY)
228 U.S. Customs House
721 - 19th Street
Denver, Colorado 80202
Ms. Denny Binge
Ms. Annabelle Senches
Commercial 303-837-4613

Kansas City, Missouri Region
(IA, KS, MO, NE)
2000 Federal Office Building
911 Walnut Street
Kansas City, Missouri 64106
Ms. JoAnne Ferrell
Commercial 816-374-5382

New York, New York Region
(NJ, NY)
1515 Broadway
New York, New York 10036
Ms. Lynn Ellovich
Commercial 212-399-5633

Philadelphia, Pennsylvania Region
(DE, DC, MD, PA, VA, WV)
Gateway Building, 15th Floor
3535 Market Street
Philadelphia, Pennsylvania 19104
Ms. Mary Jane Risch
Ms. Eunice Ramagamo
Commercial 215-596-1195

San Francisco, California Region
(AZ, CA, HI, NV, GU)
450 Golden Gate Avenue, Room 10431
P.O. Box 36018
San Francisco, California 94102
Mrs. Ann Leigh
Mrs. Nancy Morrison
Commercial 415-556-3663

Seattle, Washington Region
(AK, ID, OR, WA)
4097 Federal Office Building
909 - 1st Avenue
Mail Stop 407
Seattle, Washington 98174
Mr. Edward E. Woodruff
Mrs. Roxanne Parr
Commercial 206-442-1914

Appendix B

Examples of Forms Used in Job Site Evaluation

Data collection forms must suit the needs of the evaluator, the job site, and the client's supervisor. Rather than using a formal set of data collection forms the evaluator has the option of relying on a strictly narrative report based on observations, interviews with the supervisor, and discussions with the client.

A job analysis was performed on the position of Greenhouse Worker (406.887) and two job site evaluation forms were developed from it. (The job analysis was done according to procedures used in the Handbook for Analyzing Jobs [DOL, 1972.]) One form is extremely complex (Figure 5) and was developed as an example of what a thorough job site evaluation form could look like. The second form (Figure 6) is based on the same information, but is much easier to use.

The above two forms were developed after a job analysis had been conducted. Figure 7 uses another concept. Here the form was developed first and the job duties and requirements were added during a site visit. Thus, a facility with several job sites could use this type of form for consistency. It also is much simpler to complete than the DOL form and has the additional advantage of being developed with a special type of handicapped person in mind (i.e., the mentally retarded).

These three forms were selected as examples of what could be done. They are intended to give evaluators ideas for developing procedures which fit their needs.

Greenhouse Worker (406.887) Job Site Evaluation Form

Client Name_____ Evaluator Name_____

Company Name and Address: Supervisor's Name_____

_____ Telephone_____

_____

_____

Period of Evaluation: Date Started_____ Date Completed_____

Reason(s) for Evaluation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Work Behaviors

1. Number of times late for work._____
2. Number of excused absences (e.g., physician, counseling)._____
3. Number of unexcused absences._____ Number of times called supervisor about being absent._____
4. Number of times late for work._____ Number of times called supervisor about being late._____
5. Does client follow company policies about breaks, lunch time, and working hours? Yes___No___ If "No," what are specific problems?

_____

_____

Figure 5: Long Evaluation Form for Greenhouse Worker

6. Does client follow safety standards? Yes___ No___ If "No," what are specific problems?

_____

_____

_____

Worker Traits Ratings

1. Specific Vocational Preparation

   a. Could client learn job between one and three months? Yes___ No___ If "No," give specific task areas where client has problems in learning:_____

   _____

   _____

   b. How were instructions usually given to client? Oral_____ Demonstration_____Both_____Other (Specify)_____

   _____

   c. Was client able to understand the instructions? Yes___ No___ If "No," give specific instructional areas that were not effective:

   _____

   _____

2. Aptitudes

   a. Were any form perceptual problems observed? Yes___ No___ If "Yes," describe the conditions:_____

   _____

   b. Were any problems with dexterity or coordination observed? Yes___ No___ If "Yes," describe the conditions:_____

   _____

3. Temperaments

   a. Was the client able to generalize instructions from one task to another? Yes___ No___ If "No," describe:_____

   _____

   b. Was the client capable of changing quickly from one task to another? Yes___ No___ If "No," describe:_____

   _____

4. Interests

a. Does the client enjoy working with "Things" as opposed to "Data" and "People?" Yes___ No___ If "No," give reasons:_____

_____

b. Does the client get satisfaction from seeing the tangible results of his labors? Yes___ No___ If "No," give reasons:_____

_____

_____

5. Physical Demands

a. Can the client lift over 100 pounds? Yes___ No___

b. Can the client frequently lift and/or carry over 50 pounds? Yes___ No___ If "No" to "a" and "b" give limits:_____

c. Can the client climb ladders, use ramps, and stairs to perform job duties? Yes___ No___ If "No," give specific limitations:_____

_____

d. Can the client stoop, kneel, crouch, and crawl to perform job duties? Yes___ No___ If "No," give specific limitations:_____

_____

e. Can the client use hands and arms to reach, handle, finger, and feel to perform job duties? Yes___ No___ If "No," give specific limitations:_____

_____

f. Can the client see and discriminate well enough to perform job duties? Yes___ No___ If "No," give specific limitations:_____

_____

6. Environmental Conditions

a. Can the client work outside as well as inside? Yes___ No___ If "No," give limitations:_____

_____

b. Can the client perform job duties under wet and humid conditions? Yes___ No___ If "No," give specific limitations:_____

_____

c. Can the client perform job duties where dusts, mists, and poor ventilation exist? Yes___ No___ If "No," give specific reasons:_____

_____

EVALUATION BY TASKS

Task	RATING Supervision				Quality				Time			
	1	2	3	4	1	2	3	4	1	2	3	4
1. Mixes soil, peat moss, sand, etc. according to specified instructions for plant beds												
2. Plants seeds, seedlings, bulbs, or cuttings												
3. Transplants plants or trees												
4. Mixes insecticides and sprays plants												
5. Thins plants												
6. Weeds plants												
7. Moves plants, soil and other material												

Dates of Ratings

1. _____
2. _____
3. _____
4. _____

Supervision Required

1. Not able to perform even with constant supervision
2. Able to perform with constant supervision
3. Able to perform with periodic supervision
4. Able to perform with no supervision

Quality

1. Poor - usually must repeat task
2. Fair - sometimes must repeat task
3. Good - occasionally must repeat task
4. Excellent - never repeats task

Time

1. Poor - task performed much slower than other workers
2. Fair - task performed somewhat slower than other workers
3. Good - task performed as fast as other workers
4. Excellent - task performed faster than other workers

Supplement to Greenhouse Worker (406.887) - Job Seeking Skills Evaluation

1. Did the client make initial contact with the employer? Yes _____ No _____

   If "Yes," how? Telephone _____ "Walk-in" _____

   Letter _____ Other (specify) _____

2. Was the client able to complete the job application and other forms (attach a copy of each client form)? Yes _____ No _____ If "No," give the problem areas. _____

   _____

   _____

   _____

   If client could not write, how was information communicated? _____

   _____

3. Briefly describe the client's behavior during the job interview? _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Client Summary Interview

1. Did you like this job? Yes _____ No _____

   What did you specifically like about it? _____

   _____

   What did you specifically not like about it? _____

   _____

2. Did you have any problems lifting, bending, carrying, etc.?

   Yes _____ No _____ If "Yes," what were they? _____

   _____

   _____

3. What specific parts of the job (i.e., tasks) were the easiest to do and why? _____

   _____

   _____

4. What specific parts of the job (i.e., tasks) were the hardest to do and why? _____

   _____

   _____

5. Conclusions _____

   _____

   _____

   _____

   _____

   _____

Greenhouse Worker (406.887) Evaluation Form

Date _____

Client Name _____ Supervisor _____

Evaluator _____

Rating of Work and Personal Characteristics

Characteristics	Excel-lent	Good	Rating Average	Fair	Poor
1. Mixes soil, peat moss, sand, etc. according to instructions					
2. Plants seeds, seedlings, etc.					
3. Transplants plants or trees					
4. Mixes insecticides and sprays plants					
5. Thins plants					
6. Weeds plants					
7. Moves plants, soil, etc.					
8. Punctuality					
9. Understands instructions					
10. Cooperates with other workers					
11. Motivation to work					
12. General quality of work produced					

Ask supervisor if he would hire this person? Yes _____ Why? _____

_____

No _____ Why? _____

Comments _____

_____

_____

Figure 6: Short Evaluation Form for Greenhouse Worker

JOB ANALYSIS (Short Form)
Diversified Occupations Program
For Special Needs Students
Fargo Public Schools

Codes: PHYSICAL DEMANDS M 3 4 5
WORKING CONDITIONS 1
SPECIFIC VOC. PREP. 2

EMPLOYER: *Restaurant* INDUSTRY: *Hotel and Restaurant*

ADDRESS: _____ CONTACT: _____

CITY: *Fargo, North Dakota* TELEPHONE: _____

JOB TITLE: *Busboy* DOT CODE: *311.878*

SPECIFIC VOCATIONAL PREPARATION: *Anything beyond short demonstration up to and including 30 days.*

NUMBER OF EMPLOYED: _____ SALARY: *$2.25 per hour*

WORK HOURS: *Vary - 11:30 a.m. - 3:30 p.m.* SHIFT: *Noon-night*

PHYSICAL ACTIVITIES

- X lifting
- X carrying
- ___ pushing
- ___ pulling
- ___ climbing
- ___ balancing
- X stooping
- X kneeling
- X crouching
- X crawling
- X reaching
- X handling
- X fingering
- X feeling
- X talking
- X hearing
- X seeing
- ___ acuity (far, near)
- ___ depth perception
- ___ field of vision
- ___ accommodation
- ___ color vision
- ___ running
- X standing
- ___ sitting
- X turning
- ___ throwing
- X working speed
- ___ other_____

WORKING CONDITIONS

- X inside
- ___ outside
- ___ hot and temp. changes
- ___ cold and temp. changes
- ___ wet
- ___ humid
- ___ dry
- X noise
- ___ vibration
- ___ hazards
- ___ fumes
- X odors
- ___ toxic cond.
- ___ dust
- X adequate-inadequate ventilation
- ___ electrical hazards
- ___ mech. hazards
- ___ cramped quarters
- ___ adequate light
- ___ moving objects
- ___ high places
- ___ explosives
- ___ exposure to burns
- ___ working alone
- X working with others
- X working around others

WORKING ATMOSPHERE:

Must be able to work around customers and not interfere with their meal.
Are periods when restaurant is full and customers will be waiting.
Working quickly is very important--must work quickly during busy lunch hour.
Restaurant is well lighted, adequately ventilated and has a cheery, pleasant working atmosphere.

REMARKS AND COMMENTS:

M=medium - Lifting 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs.

Figure 7: Job Analysis for Busboy

PERSONAL AND ACADEMIC REQUIREMENTS

Reading:

___much
___addresses
___sales orders
___gauges
___guest check
___cash register receipt
___little
___directions
___inventory slip
___Other Time Card
_X_none
___maps
___road signs

Writing:

___much
___addresses
___records
___guest check
___Other_____
___little
___forms
___information or notes for others
_X_none
___sales order

Arithmetic:

Type:
___much
___addition
___division
___temperature
___Other_____
___little
___subtraction
___read and record numbers
_X_read numbers - not copy
___none
___multiplication

Handle Money:

___yes
___operate cash register
___make change
___Other_____
_X_no

Speaking:

___to customers
___gives messages
_X_must respond orally
_X_other employees
___answers telephone
___Other_____
_X_supervisor

Listens:

_X_takes orders from supervisor
___records orders given
___takes orders over telephone or intercom
___Other_____

REMARKS AND COMMENTS: